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AUTHOR Dolloph, Frances; And Others
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ABSTRACT

In 1988, Shepherd College-South Branch (SC-SB), a rural institution serving primarily place-bound adults, began offering non-nursing courses that would transfer to three regional nursing programs. Student requests, however, and a recognized shortage of registered nurses led to the establishment of a two-year rural nursing program in 1993. A county commission was established to determine possibilities for funding, and SC-SB hired a nursing faculty member from the main campus to assess needs and resources. It was determined that the county hospital could provide funds for a nursing coordinator, medical supplies, books, and a classroom, and that the local nursing home could provide facilities for the basic nursing skills lab, with students assisting with basic patient care as part of their training. In addition, the county library agreed to serve as a resource center for nursing library materials and lectures at the main campus were videotaped for SC-SB. Twelve students were admitted to the program's first class, with 9 of these students graduating after 2 years. An April 1994 review of the program indicated that in general it was successful and the hospital and nursing home agreed to 2 more years of funding, resulting in the admittance of 10 students for the 1996 class. Since the nursing shortage will probably cease to exist after this class, funding may not continue beyond 1996. (A map of West Virginia, the SC-SB nursing curriculum, and duties of the coordinator are appended.) (KP)

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MEETING THE NEEDS OF A RURAL COMMUNITY FOR REGISTERED NURSES

"WORKFORCE 2000"

February 10, 1995

San Diego, CA

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Frances Dolloph, Assistant Dean
Shepherd College--South Branch
Petersburg, WV 26847
Dr. Peter Checkovich, Dean
Community College of Shepherd College
Shepherdstown, WV 25443

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MEETING THE NEEDS OF A RURAL COMMUNITY FOR REGISTERED NURSES

Shepherd College--South Branch (SC-SB) is a very small community college primarily serving adult students, men and women, (average age 30-35) who are place-bound because of work and/or family obligations. The branch is located 110 miles from the main college campus in Shepherdstown (a 2 1/2 hour drive, 75 miles on winding, two-lane mountain roads) see Appendix A. SC-SB serves Grant, Hardy, Hampshire, Pendleton Counties with an occasional student from other areas. The main office is located in Petersburg, Grant County, in the old court house. Classes, including computer courses, are held at this site and at the libraries and high schools in the other counties.

About 100 students are high school honors (including Pocahontas County High School). These students may take English 101 and 102, Biology, Trigonometry, and Speech depending on what is offered at their site. Two schools receive tuition waivers because of third party agreements with the College. The rest, approximately 275 per semester, take classes at the South Branch to improve their ability to obtain a better job.

An average of 15-20 students per year obtain a two-year degree. A few students earn a Regents Bachelor of Arts Degree which allows experiential credits and liberal course selection. A smaller number take as many classes as possible in the South Branch, completing degree requirements for a BS in Business Management or Accounting on campus. All of these students take classes because of the proximity to their homes and because the classes are offered in the evening or on Saturday.

In response to requests from area students, SC-SB began offering required nonnursing courses in the fall of 1988 including college chemistry, psychology, nutrition, and human growth and development. Sociology and English were regular course offerings. (see degree requirements Appendix B.) Permission was later granted by the biology department to offer Anatomy and

Physiology. Due to lab requirements, microbiology must be taken on campus; this was offered in an intensive five-week course in the summer. Chemistry and A & P utilize the lab at Moorefield High School which has been augmented to a small degree by contributions from the College and Grant Memorial Hospital. All instructors are adjunct faculty with Masters, PhD, or MD degrees. The instructors have a high degree of commitment to the area and to the students. All find the adults generally good students who come to class prepared and with a positive attitude. The faculty enjoy the challenge of teaching at the college level which is a change from the high school students that many teach.

Community Needs

Students in this locale are encouraged to suggest courses that they wish to see offered at local sites. Many students had been asking (and asking! See Appendix C for one student's view) for a nursing program. Our initial goal was to offer nonnursing courses that would transfer to three institutions, the nearest, Allegheny Community College in Cumberland, MD (an hour and a half drive from Petersburg over mountain roads). Students were encouraged to take these courses to enable them to be admitted to degree programs at Shepherd College in Shepherdstown, Shenandoah University in Winchester, and ACC. A couple of students tried to commute to Shepherdstown, but found that five hours on the road did not leave them time to study, to work, or to meet family obligations.

In the spring of 1992, many things began to come together to promote the establishment of a registered nurse program in the South Branch area. In April, the Grant County Commissioners formed a committee to investigate how they might influence a college to offer a program; Grant Memorial Hospital and Grant County Nursing Home recognized the shortage of RNs in the area.

Determining Feasibility

At Shepherd College, Helen Johnstone, a second year nursing faculty member, had expressed her interest in the education of rural nurses. Dr. Checkovich, Dean of the Community College; Frances Dolloph, Assistant

Dean of the Community College and Helen Johnstone met to consider the possibilities of offering a nursing program.

The County Commission committee members included: Terry Shobe, Director, Grant County Nursing Home; Robert Harman, Director, Grant Memorial Hospital; Michael Eberbaugh, Superintendent, Grant County Board of Education; Mary Beth Barr, Director of Nursing, Grant Memorial Hospital; Bernadine Kessel, Director of Nursing, Grant County Nursing Home; Robert Sites, Grant County Commissioner; James Paul Geary, Board Member, Grant Memorial Hospital; Larkin Ours, Board Member, Grant County Nursing Home; and Pat Riggleman, Secretary, Grant County Commissioners. This committee met to determine funding alternatives. All agreed that if nurses could be trained who would be likely to remain in the area, this would eventually lead to the need for fewer traveling nurses. Thus, enough money could be saved in the long run to pay the expenses of a nurse coordinator.

In June, 1992, a meeting was held at the South Branch offices to assess needs and resources for the extension of the ASN program. Frances Dolloph, assisted by Helen Johnstone, conducted the meeting. Approximately 45 potential students attended. About half were already taking general education courses at the South Branch. All expressed an interest in participation in nursing education courses if they could be made available in the South Branch area. Following this meeting, nineteen transcripts were reviewed by Charlotte Anderson, Director of Nursing Education, Shepherd College.

During the summer of 1993, Dr. Checkovich hired Helen Johnstone to determine the needs for the program. Johnstone and Dolloph met with hospital and nursing home administrators in Petersburg to determine patient census, facilities, and possible clinical coordinators and faculty coordinator. In early August, Johnstone and Dolloph met with Mary Beth Barr, Robert Harman, and Charlotte Anderson. It was determined that the hospital would fund a nursing coordinator. There were several full-time BSNs employed at Grant Memorial Hospital who were interested in teaching. The hospital would provide medical supplies, books and book cart, and a classroom. In addition, the hospital could be used as a clinical site. The nursing home would provide facilities for the basic nursing skills lab and students would be able to assist with basic patient care as part of their training. The nursing home director of

nursing, also a practicing nurse in obstetrics, would serve as the clinical coordinator for obstetrics at the expense of the nursing home.

The Grant County Public Library agreed to serve as a resource center for nursing library materials. (The Hardy County Public Library usually serves as the resource for the South Branch.) Campus nursing faculty and staff at the Shepherd library collected and cataloged books and materials for the nursing library in Petersburg.

Arrangements were made with the audio visual department, Larry Dowdy, Director, to video tape on-campus course lectures. This would ensure that the students in the South Branch would receive the same information as the students on-campus. Tapes would be duplicated and mailed to Petersburg. These class lectures would be previewed by the nurse coordinator before presentation to the students.

Following the meetings with hospital and nursing home administrators, a proposal was submitted by Peter Checkovich to the Vice President for Academic Affairs, Dr. Howard Carper and the Dean of Professional Studies, Dr. John Costello at a meeting on August 3, 1992. Frances Dolloph, Director, Shepherd College--South Branch; Charlotte Anderson, Shepherd College Director of Nursing, and Helen Johnstone were also present. It was determined that this would be an extension of the on-campus program and that all standards would be the same for the South Branch students.

Jackie Streets, BSN, was identified as the hospital nurse who would be the nurse facilitator. She was to continue as an employee of the hospital while serving as a member of the Shepherd faculty in a joint appointment. Jackie would be required to attend nursing faculty department meetings, review tapes before being presented to class, assist with the preparation of tests, and arrange for clinical sites. A complete list of her duties are attached in Appendix D.

Helen Johnstone conducted interviews with prospective students. Twelve students were admitted to the program. These students had completed most of their nonnursing courses. Three were LPNs who tested out of the first eight weeks of clinicals. On short notice and with some flexibility in scheduling with Jackie Streets, these students were able to make a commitment to the program.

Reflections and Problems

- Taping was accomplished on campus with few difficulties. Tapes were duplicated and mailed to the South Branch. There were occasional problems with receiving the tapes in a timely manner.
- The D-Wing Lounge at the hospital, which was used as a classroom, was sometimes difficult to schedule.
- Students went to campus for orientation and to meet with the other nursing students in their class. South Branch students were envious of the skills lab facilities on campus, but did reflect that working with real patients at the nursing home had its advantages.
- Arrangements for clinical sites and scheduling of students were made by Jackie Streets. Clinical coordinators included Jackie Streets, Bernadine Kessel, and other adjunct faculty. These clinical coordinators have been paid by Grant Memorial Hospital. Making arrangements such as these takes a considerable amount of time for the South Branch facilitator. However, this does take some of the work from campus faculty who would have to arrange for clinical sites for these students were they on campus.

Grant Memorial Hospital was used as a clinical site for Obstetrics, Pediatrics, Medical-Surgical, and Team Leading. Grant County Nursing Home provided facilities for basic nursing, the unit on Alzheimer's disease, and paid the clinical instructor for Obstetrics. Local doctors' offices providing clinical sites included Dr. Hahn, Dr. Indocochea, Dr. Ferreyros, and Dr. Seeger. Because of the low census for pediatrics, Grant Memorial Hospital will not be a clinical site for this rotation in the future.

Other clinical sites included City Hospital of Martinsburg, Winchester Medical Center, Cumberland Regional Dialysis, Petersburg Preschool, WV Schools for the Deaf and Blind, Little Place Day Care, Pendleton Community Care, Telemor Corporation, Potomac Highlands Guild, Grant Memorial Home Health Services, and United Childcare Center.

Clinical sites were chosen, when possible, according to the proximity of the students' homes.

- During the first year, Helen Johnstone worked with Jackie Streets to provide faculty orientation and assure quality. Lecturing, on-campus faculty worked with Jackie successfully. The goal of the program was to meet the high standards of Shepherd College in order to assure satisfactory performance of (ADN) ASN graduates on the NCLEX-RN licensure exam. All policies in the ADN Handbook were consistently administered at both locations. Jackie attended department meetings and came to be a contributing member of the department. (In addition, she often ran errands for the administration in Petersburg. She became a well-known, positive representative of the South Branch.
- All services available to main campus students were received by South Branch students including financial aid, book store, uniform purchases, advising, study skills, and counseling.
- At the end of the first eight weeks, a reception was held at Grant Memorial Hospital for the student nurses. The event was attended by Dr. Costello and Helen Johnstone and all local persons involved. The reception was covered by local media and the closest television station from Harrisonburg, VA.
- During the first semester one LPN became very ill and had to withdraw from the program. At the end of the first semester, one student transferred to campus. At the middle of the second semester, one student failed. She has since moved her family to Shepherdstown and is expected to graduate with the class of 1995.
- Because of work schedules of the student nurses (9 of 12 were employed full time at area health agencies as LPNs, case managers, and nurses' aides) classes were scheduled on Monday and Thursday, 7-9 p.m. the first year. Clinicals were scheduled for weekends at the hospitals and at doctors' offices on an individual basis. Students complete 90 hours of clinical work during a seven week rotation. Jackie did an on-site visitation of all clinical rotations to ensure a quality experience equivalent to that of on-campus students.

- As Jackie was a full-time employee of Grant Memorial Hospital, she was expected to work for the hospital during college vacations and holidays. For example, she was active in the fund-raising drive for the hospital bond, wrote care-plan forms, and worked shifts at the hospital. Faculty on campus reflected that her salary was not comparable to theirs.
- It was determined after the first year that a classroom should be established in the old court house for nursing students. A small room was painted and equipped with furniture, television, and VCR. The book cart was moved to this room. Some of the library materials were moved from the Grant County library to the nursing room.
- An NCLEX review exam was installed on a computer at the South Branch facility. South Branch nursing students and local students enrolled on campus used the program.
- Nine of the twelve students originally enrolled participated in the graduation of their class and pinning exercises on campus in May, 1994. All students expressed their thanks for making their dreams of becoming nurses a reality. All have passed their NCLEX exams. All graduates are employed in the service area of Shepherd College--South Branch: home health care, 1; Grant Memorial Hospital, 5; Hawse Nursing Home in Hardy County, 2; Pendleton County Nursing Home, 1.
- A reception was held at the Grant Memorial Hospital in May, 1994 to honor the graduating nurses and to thank the hospital staff and administration for their contributions to learning. The same television station and local newspapers covered the event.
- Contributions provided by Grant Memorial Hospital:

1. Facilitator salary and travel	\$55,000
2. Salaries for clinical coordinators	8,000
3. Supplies, reference material, conference room (inkind)	4,000
4. Facility for clinicals (no dollar amount determined)	
total	\$67,000

- Contributions provided by Grant County Nursing Home:
 1. Use of room for 128 hours (inkind)
 2. Provided patients and facility for Alzheimer's unit, basic needs
 3. Provided obstetrics clinical instructor \$ 2,000
- Contributions provided by Judy's Drug Store
 - Used physical therapy equipment \$ 200
- Contributions by Shepherd College--South Branch
 - Telephone, copy and fax machines, postage and office supplies
 - Use of television and VCR, computer for Jackie Streets, secretarial services, and book store services all part of the regular administrative budget with no additional funds.
- Contributions by Shepherd College
 - Provided tapes and work study students to tape classes twice a week.
 - Provided mailers and postage. Telephone expense. estimate \$ 500
- Contributions by Shepherd Community College
 - Faculty administrative stipends (two) \$2,000

Continuing

- In April, 1994 a review of the two-year program was held. Attending were Acting Director of Nursing Education, Sue Fowler; Director of Nursing Education Charlotte Anderson (on sabbatical); Dean of Community College, Peter Checkovich; Dean of the School of Professional Studies, John Costello, and Assistant Dean of Community College, Frances Dolloph. It was determined that the program had been successful. The hospital and nursing home were willing to continue funding for another two-year class, and the instructor-coordinator, Jackie Streets, was willing to continue for another class. Nursing faculty at the main campus were supportive and willing to continue with the taping and coordination of classes. The audio visual department was willing to commit to two more years of taping every ASN nursing class, no small task since missing even one could not be allowed.

Interviews were held and ten students were admitted to the program for the class of 1996. (Number of students suggested for a clinical group having

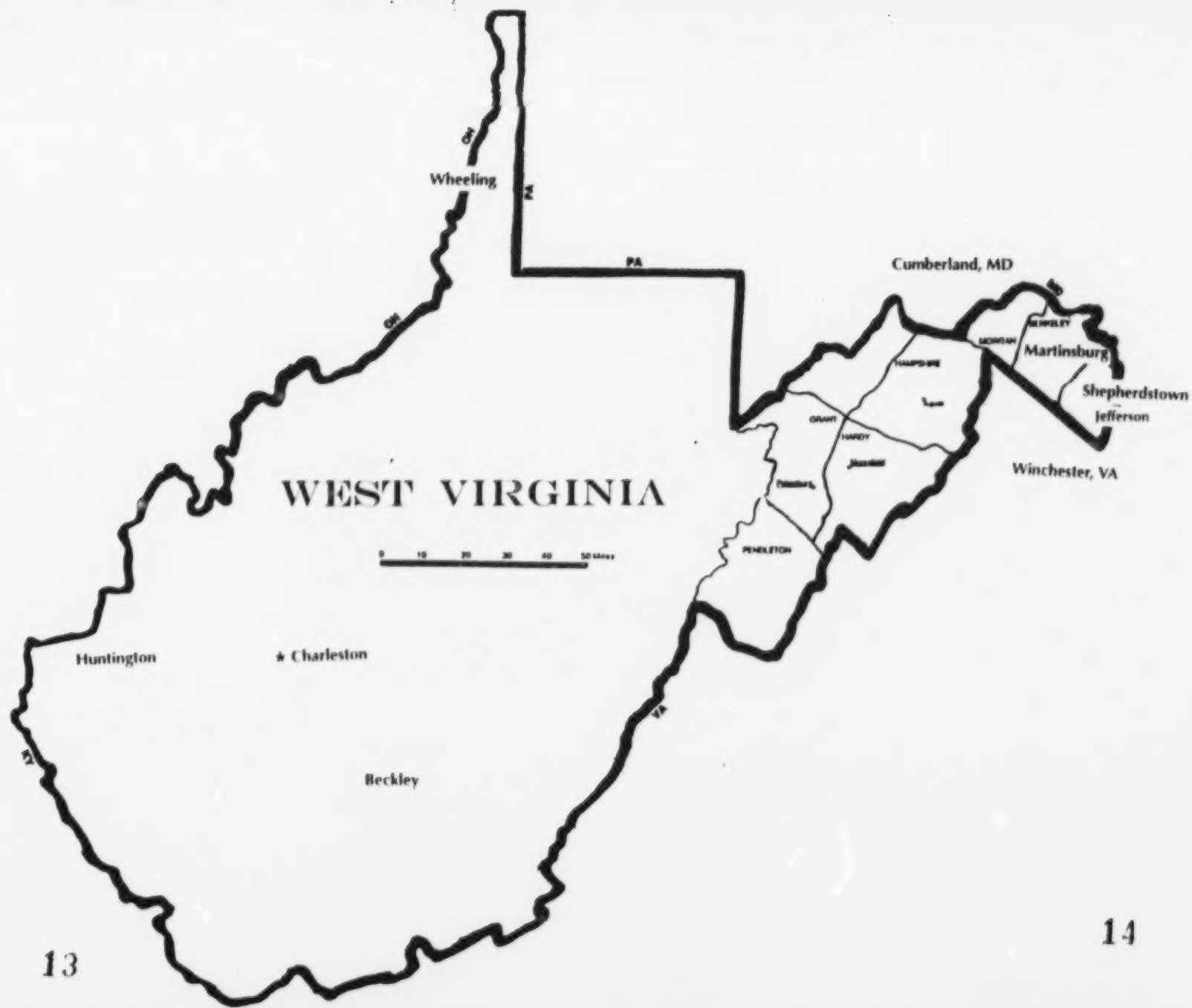
dropped from 10 to 8.) Recognizing problems with individual schedules in the past, students were told that classes would be held on week day mornings. Employers were notified by the students that they would need a flexible schedule at work in order to participate in clinicals. All of the hospitals involved have more than one college sending students for clinicals. Time when clinicals can be scheduled is often scarce at the hospitals.

At this time, the current students are recognizing the difficulty of classwork, clinicals, studying, working, and family obligations (reread Appendix C!) This is a difficult way to earn a degree, but for all involved it is the only chance they have to become a registered nurse. This group, as the first group, seems to be willing to accept the challenge and hard work.

Future Implications

Because of the number of nurses graduated and the potential for more nurses with the current class, this program may not be funded by the hospital again. While the hospital and nursing home are growing, the shortage of nurses is over in our area. This year many graduate student nurses had to come to our rural area in order to find employment. There continues to be a need, however, from students who wish to become registered nurses.

The model of community identification of a problem, followed by cooperation with other agencies, and funding for a limited time and purpose has implications for transference to other professions and training. The recognition that there may be a one- or two-time solution to a problem may encourage other businesses and industries to cooperate with higher education. We are currently considering the need for a two-year safety program to provide graduates for local businesses. If a need is determined, we expect to ask local businesses and industries for funding. One of the benefits of this program to Shepherd College was the realization that a quality program could be achieved from a distance if there is cooperation and commitment on the part of participating parties. We have recently acquired an interactive satellite system with access to seven other sites in WV; we are exploring innovative ways to use it for education in our area.



Appendix B

Curriculum for the AS Degree in Nursing Shepherd College

Total hours required 73

General Education Requirements	31
ENGL 101 Written English	3
CHEM 120 College Chemistry	3
CHEM 121 College Chemistry Lab	1
BIOL 225 Anatomy & Physiology	3
BIOL 227 Anatomy & Physiology Lab	1
BIOL 226 Anatomy & Physiology	3
BIOL 228 Anatomy & Physiology Lab	1
BIOL 302 Microbiology	4
EDUC 300 Human Development	3
PSYC 203 Introduction to Psychology	3
SOCI 203 Introduction to Sociology	3
Elective	3
 Nursing Requirements	 42
NURS 101 Basic Needs	4
NURS 102 Needs from Birth to Adolescence	2
NURS 103 Clinical Nursing	4
NURS 104 Clinical Nursing	3
NURS 106 Health Care Needs of Women	2
NURS 108 Clinical Nursing	3
NURS 201 Introduction to Unmet Needs	2
NURS 202 Selected Unmet Needs II	3
NURS 203 Clinical Nursing	3
NURS 204 Clinical Nursing	3
NURS 205 Selected Unmet Needs I	2
NURS 206 Selected Unmet Needs III	3
NURS 207 Clinical Nursing	3
NURS 208 Clinical Nursing	3
NURS 220 Trends in Nursing	2

Accreditation

West Virginia Board of Examiners for RN
National League for Nursing

Appendix C

Once Upon A Time

... there were eleven struggling college students, nestled away in the sacred mountains of the Potomac Highlands of West Virginia. Their hearts were aflame with a rare sort of compassion for the welfare and care of others, their minds whirling with the challenges of academia – while still holding down the "home front", their bodies spent from long days, short nights, and carrying **lots** of books! Yet, somehow, they harbored a dream – to be nurses. Sometimes the dream needed to be tucked away deep inside, protected from those who couldn't see the goal, couldn't feel its burning, didn't understand that nursing is more than a job, but a calling not easily ignored. Sometimes they had to be reminded that obstacles are what one sees when taking one's eyes off the goal. Sometimes, the dream seemed to be just that, more something of a fairy tale, for those who lived in Land Of Oz, in kingdoms far, far away – where clinicals loomed – aloof from family, friends, the community who gave them roots and tread carefully on the fertile soil of their potential. Sometimes it seemed the dream, if ever fulfilled, would only serve to draw them away from the very people, from the very special place, where the roots of caring had been so long secured. Sometimes, the dream even became obscured by something called "general studies classes"! Still, they pursued, despite how elusive a degree might seem, and how far away the diplomas were scrawled. And, still they waited, though never idle in mind, soul or spirit, in the pumpkin patch of Shepherd College–South Branch, waiting for "The Great Pumpkin", in the form of two little letters: RN. People all around them, their neighbors, the facilities of the community, cried out for nurses, longed to see the gifts which had been nurtured by the community, fully evolve within its bounds, among its people.

Then ... a whole lot of real special people felt the need, and like days of old, like a Disney movie or something, gathered together, united in a vision not yet wholly defined, but still, somehow concrete in direction, and they gave those students the opportunity to heed a calling. And the students memorized bones, stuck each other with needles, solved chemical equations, did drug calculations, panicked in unison before each exam, wrote care plans in their sleep for their husbands, wives, children and pets (practice, practice, practice!) thought perpetually in terms of Maslow's Hierarchy, started signing checks with "SCSN" after each signature, fed their families **LOTS** of TV dinners, took BP's of anyone who would sit still long enough, and started using abbreviations for **everything**!

However, even though their families were sick of hearing about yet another exam, they "suddenly" started seeing them in "nurse white," with stethoscopes and hearing them talk with a whole new vocabulary, and they figured out this "nurse thing" was "for real".

Yes, it's for real! No one said it would be easy (everyone said, in fact, that it would be **HARD**!) but though they haven't gotten to live happily-ever-after yet, at least they won't have to ask what **does** happen to a dream deferred.

Ann Bowman, SCNS Class of 1994.

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Appendix D

Duties of the South Branch Nursing Facilitator include, but are not limited to the following.

1. Arrange all outside clinical rotations for South Branch nursing students including physicians offices for pediatrics, obstetrics, urology, oncology, orthopedic clinics, Alzheimer's unit, Local Alcoholic Anonymous chapter, Petersburg pre-school, Little Place Day Care, Potomac Highlands Guild, Crisis Center, Grant County Health Department, Grant Memorial Home Health Agency, Petersburg; dialysis clinic in Cumberland, MD; Migrant center, WV School for the Deaf and Blind, Romney.
2. Tally and type all systematic evaluations of South Branch nursing students.
3. Review and facilitate the viewing of video tapes of lectures from main campus for South Branch nursing students.
4. Serve as clinical instructor for basic needs, medical surgery, and team leading.
5. Meet with additional clinical instructors for obstetrics, pediatrics, psychology, and critical care. Submit typed reports on students' progress and/or problems.
6. Tally and submit evaluations by nursing students of the Shepherd College Nursing Department.
7. Meet with South Branch nursing students as needed regarding grades; offer suggestions and guidance.
8. Maintain and upgrade medical reference library at the South Branch and at the Grant County public library.
9. Grade and evaluate all outside clinical rotation assignments.
10. Submit test questions that may be incorporated into exams used for all nursing students.
11. Attend scheduled nursing faculty meetings on the main campus every two weeks and as necessary.
12. Provide copies of all handouts to South Branch nursing students.
13. Prepare and conduct post-conferences for clinicals.
14. Advise nursing students concerning the Student Nursing Association and class activities, and program requirements

15. Maintain an activity book of the nursing students at the South Branch.
16. Grade all tests of South Branch nursing students and submit itemized analyses.
17. Calculate final grades of South Branch nursing students and submit to department head.
18. Provide South Branch nursing students with additional learning tools as needed.
19. Arrange and distribute typed South Branch theory schedule for nursing students.
20. Assist with obtaining textbooks and supplies from campus bookstore for South Branch students.
21. Meet with students who wish to further their nursing profession and refer them to faculty as needed.
22. Assist faculty with clinical rotation sites in the area for main campus nursing students.
23. Update student records including required immunizations and certifications.
24. Meet with administrators of the South Branch on a regular basis to discuss the nursing program and students' accomplishments and needs.
25. Promote and represent the College and the nursing program in a manner consistent with its image, philosophy, and objectives.
26. Organize blood pressure screening clinics sponsored by the South Branch nursing students for the public.
27. Maintain active memberships on hospital committees including the Levy Bond Program (organize agenda and give public presentations).
28. Organize and present continuing education seminars for Grant Memorial Hospital and Grant County Nursing Home employees.
29. Consult with A & P instructor to coordinate course content.

August 1994